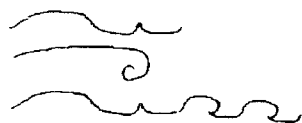


Cotton-Eyed Joe

Where did you come from? Where did you go? _____

Where did you come from Cotton-Eyed _____ Joe?

2. Came for to see you, came for to sing,
Came for to show you my diamond ring.
3. Where did you get it? How did it grow?
Who could have made it, Cotton-Eyed Joe
4. Comes from the mine field, comes from the ground,
Comes from the night with darkness all around.
5. What makes it sparkle? What makes it glow?
Why is it gleaming, Cotton-Eyed Joe?
6. What makes it glitter? Sun from the skies.
Wants to be shining like your bright eyes.



SINGING: Study this song map (or make your own.). Look for things that are same and different. What can you tell about the song and the music just by looking at the map? Might it be legato, staccato, fast, slow, rising or descending pitch, etc.? This arrangement of the song is a slow and smooth, so the teacher sings the song slowly and follows the map with a finger while singing, using good vocal modeling for the students. Students then trace the map in the air (or have their own maps) with the teacher as they learn the words and sing along. (See more ideas in LISTENING below.) This song is a pentatonic song, and is easy to play on recorder.

PLAYING: Dancing the “Cotton-Eyed Joe” (Faster version)

Although the song comes from Tennessee, “Cotton Eyed Joe” is one of the best known country dances in the southwestern United States. There are several different dance patterns for this dance, but this version is good for young dancers because it does not require partners.

- Practice *saying* and *doing* the steps below with the students before adding music.
- Students in small lines of 4 to 6 people, standing side by side, arms crossed behind backs and holding on to neighbor’s waist or belt loop. Don’t start dancing til after the introduction.

PART I

Cross, Kick, Right-Left-Right Measures 1 and 2

Stand on left foot, cross right in front touching right toe to floor. Kick right foot forward. Step right-left-right, traveling backward.

Cross, Kick, Left-Right-Left Measures 3 and 4

Stand on right foot, cross left in front touching left toe to floor. Kick left foot forward. Set left-right-left, traveling forward.

REPEAT Part 1

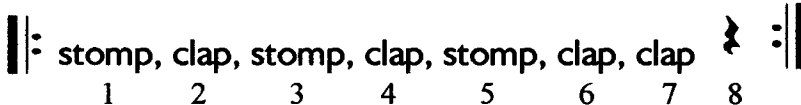
PART II

Right-Left-Right, Left-Right-Left Measures 9-16

Leaning the hip towards the leading foot, step right-left-right, left-right-left, and so on. Repeat the entire sequence for additional verses. Try adding creative movements, turns, etc.

Silver Burdett, Making Music, Teacher’s Edition, Grade 4, p. 476 Scott Foresman, 2002. Notated by Sanna Longden. Music is on 4th grade CD #10 track 11

CREATING

Add body rhythm to the song:  1 2 3 4 5 6 7 8

Have students create their own body ostinato. Insert one or more ostinato into the dance.

LISTENING

Discover how many phrases are in the song. Are all the phrases the same length? How many characters are singing this song? Are there tied notes? Listen to a faster version of the song. Many will be familiar with a faster version

CURRICULUM INTEGRATION – Science, Social Studies

Have students discover the definition for “cotton-eyed.” (Milky colored iris.) Talk about genetics. What can you discover about diamond mines? How does the sun make the diamond sparkle? What can you discover about diamond mines? How does the sun make the diamond sparkle?

Cotton Eyed Joe